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ABSTRACT

Described are the development and implementation of an inservice training manual for guidance counselors serving physically disabled high school students, and reported are results of a national survey of 226 secondary guidance counselors and directors. Six project activities are discussed (including identifying the informational needs of high school guidance personnel, writing the manual, and evaluating successive drafts of the manual). Survey results are reported in terms of characteristics of disabled students, patterns of service provision, counselor training and informational needs, and recommendations. (CL)

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FINAL REPORT

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INCREASING SECONDARY SCHOOL COUNSELOR COMPETENCY IN PROVIDING GUIDANCE SERVICES TO PHYSICALLY HANDICAPPED STUDENTS

Project No. 443CH60418
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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Education for the Handicapped
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September 1977

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INTRODUCTION

In June of 1975, the Bureau of Education for the Handicapped awarded Technical Education Research Centers, Inc. (TERC) a grant to write an inservice training manual for counselors serving physically disabled high school students. In the past, the regular high school guidance counselor was seldom called upon to serve physically disabled students, for they were typically enrolled in special schools or in segregated special class settings. Preservice and in-service training of counselors rarely focused on services for these students, the assumption being that the student with a physical disability or chronic health problem would not be part of the public school counselor's caseload. This assumption is no longer valid. Just as the regular classroom teacher must redefine his/her role and acquire skills and awareness to accommodate mainstreamed students, so must the guidance counselor. We have written Guidance, Counseling, and Support Services to assist the counselor in this process--to orient him/her to the issues, materials, practices, and resources important in serving students with physical disabilities/chronic health problems.

This final report describes the project final product, the methodology used in developing it, and the dissemination plan. Also presented are a brief discussion of the results of a national survey of high school guidance directors and counselors, as well as recommendations for further promoting counselors' skills in working with mainstreamed students.

THE PROJECT PRODUCT

The project's final product, Guidance, Counseling, and Support Services for High School Students With Physical Disabilities, is a 457-page soft cover manual directed primarily to the audience of secondary level guidance counselors and educational planners. Much of the material in this manual is also pertinent to elementary and postsecondary planners, counselors, and classroom teachers. Part I of the manual includes narrative discussions of eight major topics, accompanied by suggestions for further readings and materials to use with students; complete ordering information for all suggested materials is provided. Part II is composed of annotated listings of: (1) national disability-related organizations which are sources of consultation, printed materials, films, aids, and equipment; and (2) state level public and private agencies which provide direct services and/or information to counseling departments and disabled youth.

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METHODOLOGY

The project staff consisted of a full-time Project Director, Associate Project Director at 2/3 time, and two Research Associates at 1/2 time each. The Project Director and Associate Project Director reviewed selected materials and conceptualized and wrote the manual. The Director was also responsible for writing technical reports, supervising the staff, and editing the entire document. One of the Research Associates performed the extensive literature review, while the other Associate assumed full responsibility for compiling the state and national resource information for Part II of the manual. Cecil H. Patterson, the Project Consultant, critiqued the entire manual both in draft and final versions. The twenty-seven member advisory committee (a committee of this size was needed, given the numerous topics and various disabilities to be addressed in the manual) reviewed chapters relating to their areas of expertise.

The activities carried out in the project may be subsumed under six major categories:

- Identifying the informational needs of high school guidance personnel
- Compiling the information to be presented in the manual
- Identifying national, state, and local agencies and organizations providing services to counselors and disabled students (resource inventory)
- Writing the manual
- Evaluating successive drafts of the manual
- Dissemination

Identifying informational needs

Over 770 high school guidance departments across the nation were surveyed in order to determine: (1) what functions guidance counselors are now serving vis a vis disabled students; (2) anticipated future functions; (3) the extent to which counselors are utilizing resources of outside agencies; and (4) specific types of information guidance directors and counselors need. (Further information on the survey methodology and results is presented in the next major section of this report and in the Appendix.)

The project staff interviewed advisory committee members, specialists in examplary programs, and vocational counselors from State Vocational Rehabilitation Agencies for recommendations on information to present in the manual. Those topics most frequently addressed in the literature were also identified as topics of importance. The information gleaned from all the above activities thus formed the basic topical outline of the manual.

Compiling information for the manual

A major project task involved identifying, securing, and screening materials potentially applicable to constructing the manual. Since the manual was to cover all major guidance and counseling functions as related specifically to students with various visual, hearing, neuromuscular, and health impairments, the project staff had to review well over a thousand books, journal articles, monographs, and project reports. To secure the materials, the following tasks were undertaken:

- Computerized Council for Exceptional Children search
- Request letters sent to major handicapped service organizations throughout the United States (e.g., American Foundation for the Blind, National Easter Seal Society)
- Library search for texts and journal articles, 1950 to the present
- Interviewing administrators and counselors, and advisory committee members
- Request letters to Departments of Special Education in all states to identify schools having developed "in-house" materials
- Request letters to 42 test publishers to obtain manuals, test specimens, and specially constructed norms
- Contacting information clearinghouses such as the Materials Development Center

Despite this rather exhaustive search, there remained certain gaps in information. One problem area confronted was that of securing policy information from state agencies with whom guidance departments might collaborate in providing services to disabled students. Since policies were apt to vary from state to state, it was necessary to contact key agencies, such as the Vocational Rehabilitation Agency and Department of Employment Security in every state. Extensive contacts with the federal Rehabilitation Services Administration were also necessary in order to ascertain future policy directions to be taken in response to new federal legislation (P.L. 94-142).

There was also a paucity of literature on specialized techniques counselors use on the high school level with severely disabled students. To obtain this

information, the project staff collected (via questionnaires and interviews) information from practitioners serving disabled students in exemplary high school programs and from university professors in the fields of rehabilitation and counseling.

All materials were thoroughly reviewed and selected for one or both of the following purposes: (1) information to be presented in the text narrative; and (2) materials to be cited (with ordering information) as further readings for counselors or to be suggested for use with, or by, students.

Resource inventory

Approximately 1,100 organizations throughout the United States were contacted in order to identify public and private agencies (1) to which disabled high school students can be referred for personal counseling, vocational evaluation, career guidance, and other services; and (2) which high school guidance counselors can tap for information and consultation.

Once addresses of state and local affiliates of service organizations were obtained (an arduous task, given the reluctance of certain national offices to release this information), a two-page checklist of services was forwarded with a request for state directories of services. Numerous telephone calls were necessary to identify organizations, to follow-up on nonrespondents, and to clarify the information received.

The following information was compiled for Part II:

- Descriptions of 79 private service organizations, public agencies, and consumer groups, national in scope
- Annotated listings of 20 national directories of services and materials

- State-by-state charts identifying services and target populations of approximately 800 public and private agencies and consumer organizations
- Annotated listings (by state) of 85 state-wide and regional directories of service providers

Writing the manual

Two critical considerations guided the writing of the manual. The project staff had to strike a most delicate balance between (1) informing the counselor of the negative impact a physical disability can have upon adjustment and performance; and (2) imparting the awareness that a disabled individual's problems are not necessarily disability-related. A second consideration was to relate disability-specific information with engendering a categorical or stereotyped approach to students with disabilities.

In writing the manual, we did not limit our discussions to those services directly provided by the counselor to the student, such as career counseling, personal counseling, educational placement, and college advisement. We conceptualized the role of the counselor not only as that of direct service provider, but also that of an ombudsman--who would help create a school environment that fosters optimal educational and personal growth, who would advocate for and help plan needed courses, and who would recognize the need for (and refer students to) specialized services provided by outside agencies. Hence we also addressed career education curricula, classroom adjustments and teaching strategies, specialized services such as occupational and physical therapy, and the role of the guidance counselor as a consultant to teachers.

Evaluation

From the beginning of the project, successive drafts of each chapter were forwarded to advisory committee members, the project consultant, and to other specialists for review. Each draft was revised in accordance with the reviewers' suggestions. The final evaluation was conducted by forwarding the entire final draft of the book, with evaluation guidelines, to guidance counseling, vocational evaluation, and testing experts, and to several parents of disabled young adults. The evaluators were unanimous in their praise of the final draft. Only minor modifications were necessary.

Dissemination

One thousand free copies of Guidance, Counseling, and Support Services are being disseminated to two primary target audiences. As indicated in the original grant proposal, the two audiences are users (counseling personnel) and planners who are in a position to promote the utilization of the book (e.g., State Department of Education personnel responsible for planning in-service training programs in compliance with the P.L. 94-142 mandate). The following is a breakdown of the target audiences and the reasons for their selection.

1. Guidance departments in public high schools. The 240 high school guidance departments who responded to the project survey and about 40 other guidance departments which have contacted the project staff will receive copies. Dissemination to these schools will ensure geographic distribution to users on the local level.

2. Directors of Special Education in State Departments of Education. State Directors of Special Education are likely to be involved in writing the State Plan for P.L. 94-142 implementation, which must provide for inservice training of school personnel serving physically disabled students. A cover letter will point out that the manual is of use not only for the inservice training of counselors, but also for special educators who (as shown in the project survey results) are often involved in providing guidance services to disabled students.

3. Directors of Guidance Services in State Departments of Education. Like their counterparts in Special Education, Directors of Guidance Services are likely to be involved in the state-wide implementation of inservice training programs.

4. Chairpersons of graduate programs in counselor education. This audience will be alerted to the potential use of the manual in preservice education. Chairpersons will be asked to place their copies on reserve in the departmental library.

5. State chapters of the American Personnel and Guidance Association. As the primary professional associations for the continuing education of guidance practitioners, the APGA chapters will be sent copies and asked to announce the availability in their newsletters.

6. State Vocational Rehabilitation Agencies. Compliance with P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973 is likely to result in increased collaboration between LEA's and the state VR system. Models for formal programmatic collaboration are addressed in the manual. Also, segments of the manual on career guidance, psychometric testing, and vocational evaluation are pertinent to the functions of VR counselors.

7. Materials distribution centers and information clearinghouses. Regional Resource Centers, which collaborate with state departments of education in planning programs for disabled youth, are being forwarded copies. The book will be entered in the ERIC Clearinghouse for Exceptional Children (microfiche and hard copy), NIMIS, the National Clearinghouse of Rehabilitation Materials, Accent on Information, Counselor's Information Service, and other clearinghouses which potential users are likely to contact when seeking information.

8. National offices and state chapters of handicapped service organizations. Organizations such as United Cerebral Palsy, the Easter Seal Society, and the Epilepsy Foundation not only provide direct guidance services to disabled persons, but also offer resource information to public schools.

9. Journals and newsletters. The editors of 30 journals and newsletters concerned with education, exceptional children, guidance and rehabilitation are being forwarded copies with a request that they publish either a review of the book or an announcement of its availability.

All free copies of the manual will be disseminated with a cover letter suggesting how the recipient might best use the manual (e.g., alert schools or other constituencies to its availability, design inservice workshops around its use). Brochures describing the manual will also be sent to each recipient so that s/he may distribute them to other potential users.

Another 1000 copies that have been printed will be made available for purchase from TERC on a cost recovery basis. Approximately 7,500 brochures are being mailed to district administrators of guidance services, special education district administrators, and to guidance departments in all high schools in the U.S. with enrollments of 1000 or more students.

The original 2000 copies have been printed with TERC funds. If there is sufficient demand for the manual, additional copies will be printed.

STATUS OF PUBLIC HIGH SCHOOL GUIDANCE SERVICES FOR PHYSICALLY DISABLED STUDENTS

The thrust in education today in the United States is toward accommodating the handicapped student in the public school setting. Recent federal legislation requires that physically and mentally disabled students be educated with their nondisabled peers to the greatest extent possible. As a consequence, an increasing number of young persons with physical disabilities (the blind and partially sighted, the deaf and hard of hearing, individuals with orthopedic or neuromuscular impairments, and those with various chronic health problems) are now attending regular schools and being integrated in regular classes. Like their nondisabled peers, these students require a variety of pupil personnel services including educational-career guidance and counseling, assessment, personal adjustment counseling, and job placement services.

Unfortunately, little is known about either the delivery of guidance services to physically disabled students or the preparation of counselors to deliver the services. With the exception of a brief unpublished study performed by the Bureau of Guidance of the New York State Education Department, no "state of the art" information has been documented. As a preliminary step in filling this gap in information, TERC has conducted a survey of public high school guidance departments throughout the country. (See Appendix 1 for the survey plan and instruments.) Descriptive data have been collected to answer the following basic questions:

- Who in the public high schools is assuming the responsibility for providing guidance services to mainstreamed disabled students?
- What role do guidance counselors assume in accommodating physically disabled students?
- As more physically disabled students are mainstreamed in the future (as a function of P.L. 94-142 and the Rehabilitation Act of 1973), who will be assigned the responsibility for providing guidance services to these students?
- Are guidance personnel utilizing the services of key community agencies such as the State Vocational Rehabilitation Agency?
- Are guidance personnel receiving inservice consultation/training, and from whom?
- What are the informational needs of guidance personnel?

The answers to these questions will assist federal, state, and local education agencies in planning inservice/preservice training efforts to assure appropriate guidance services to students with physically limiting conditions.

Survey Results

Sample characteristics

High schools from all ten HEW regions responded to the survey. Fifty-five percent of the respondent high schools have an enrollment of 500 to 1,999 students, and the majority of high schools are located in small school districts (300-2,499 system-wide enrollment). High school enrollments and school district sizes are presented in Tables 1 and 2.

Table 1

Enrollment of Respondent High Schools

No. of students	Percentage of high schools
4000+	0.9%
2000 - 3,999	5.8
1000 - 1,999	25.7
500 - 999	28.3
300 - 499	14.2
100 - 299	23.5
1 - 99	1.8
	100.2%

Note. Based on N = 226

Table 2

Enrollment of Respondents' School Districts

Enrollment size	Percentage of high schools
10,000+	10.1%
2,500 - 9,999	36.3
300 - 2,499	53.8
	100.2%

Note. Based on N = 226

The type of high school most frequently represented in the sample is the comprehensive high school (78.3%), while the remaining high schools are academic. The median guidance staff size (in full-time equivalents) is 2.5

guidance personnel serving each high school. The median counselor-student ratio falls within the range of 1 counselor per 250 to 500 students.

The services which respondents provide to the general student body are typical of those provided on the secondary level. Between 90% to 100% of the sample provide the following services: academic advisement, post-secondary guidance, financial aid advisement, career guidance, personal counseling (individual or group), and psychometric testing. Job analysis (matching requirements of an occupation with student abilities), vocational evaluation, and prevocational preparation are provided by 70% to 80% of the responding high schools. Approximately half the sample provides family counseling and job placement services.

Characteristics of disabled students enrolled

Students with physical disabilities and/or chronic health problems are enrolled in approximately 3/4 of the high schools (76.7%). Table 3 identifies the types of disabilities of the students and the percentage of the entire sample of schools accommodating students with various disabilities.

Table 4 delineates the proportionate representation of disabilities among the 2,133 physically limited students enrolled. As would be expected, the conditions with the highest prevalence are chronic health problems, limited hearing and orthopedic/neuromuscular impairments.

Of these disabled students, 72% are totally integrated (attend regular classes only) and 22% are partially integrated (attend some regular and some special education classes or a resource room). Only 6% of the physically disabled students are enrolled in self-contained special education programs and do not attend any regular classes.

Table 3

Percentage of Schools Serving Students With Various Disabilities

Disability	Percentage of schools serving student(s) with disability
Blindness	8.3%
Partial sightedness	38.5%
Deaf	17.4%
Hard of hearing	40.4%
Orthopedic/neuromuscular impairment	46.3%
Chronic health problem (e.g., diabetes, epilepsy, cardiac condition)	39.5%
Multiply physically handicapped	17.4%
Physically disabled with learning disability	30.3%

Note. Based on N = 218

Table 4

Type of Disability of Students

Disability	Number of students with disability	Percentage of students with disability
Blindness	36	1.7%
Partial sightedness	170	8.0
Deaf	53	2.5
Hard of hearing	407	19.1
Orthopedic/neuromuscular impairment	299	14.0
Chronic health problem (e.g., diabetes, epilepsy, cardiac condition)	843	39.5
Multiply physically handicapped	102	4.8
Physically disabled with learning disability	223	10.5
	2,133	100.1%

Patterns of providing guidance services

The survey results have substantiated the hypothesis that regular high school guidance departments are assuming a major portion of the responsibility for providing direct guidance services to physically disabled students, for advising regular teachers about classroom accommodation, and for arranging educational support services.

At high schools with physically disabled students, 73.7% of the guidance departments are involved in providing guidance services to these students. Table 5 identifies the relative assignment of primary departmental responsibility for service provision. Other departments (see Table 6) were also identified as providing some assistance in guidance service delivery in 45.8% of the high schools.

Table 5

Primary Departmental Responsibility for
Providing Guidance Services to Mainstreamed Students

Department	Percentage of schools
Guidance Department assumes primary responsibility	54.1%
Special Education Department assumes primary responsibility	3.2
Guidance and Special Education Departments share responsibility equally	34.4
Other (e.g., school administrators, core evaluation team)	8.3
	100.0%

Note. Based on N = 157

Table 6

Other Departments Assisting
in Providing Guidance Services

Department	Percentage of schools where other departments/ agencies assist
Multi-district cooperative (BOCES-type)	12.7%
State Vocational Rehabilitation Agency counselor (in-school counselor shared by schools)	12.7
District-level special education department	9.6
School nurse	5.7
Work experience coordinator	4.5
School psychologist	2.6
Other (e.g., child study teams, resource room teacher)	13.4

Note. Based on N of 157 schools where guidance services are provided to physically disabled students.

A detailed breakdown of the various personnel currently assuming primary responsibility for certain guidance services is presented in Table 7. In the vast majority of the schools sampled, the regular high school guidance counselors (as opposed to other regular guidance department staff or special education personnel) are providing guidance services to mainstreamed physically disabled students.

Table 7

Personnel Currently Assuming Primary Responsibility
for Delivering Guidance Services to Physically Disabled Students

Guidance Service	Percentage of schools identifying each of the following personnel as primary providers: Guidance Counselor	Social Worker	School Psychologist	Specialist in counseling the handicapped	Regular classroom teacher	Special ed. teacher	Other special education staff.	Other
Academic counseling (N = 154)	90.0%	-	1.3%	3.9%	-	2.6%	2.0%	1.3%
Postsecondary counseling (N = 151)	80.8	.7	-	8.6	6.6	1.3	2.7	5.3
Provision of information about careers (N = 156)	82.1	.6	-	3.2	3.2	.6	2.6	4.5
Counseling for personal/social problems (N = 149)	83.9	.7	3.4	3.4	1.3	3.4	2.7	1.3
Family counseling (N = 131)	60.3	10.7	6.1	5.3	7.6	6.9	5.3	4.6
Testing (aptitude, intelligence, interest, personality) (N = 151)	68.9	-	21.2	3.3	1.3	1.3	.7	3.3
Vocational evaluation (appraising occupationally-related capabilities, limitations, and interests) (N = 139)	61.2	.7	3.6	10.8	1.4	5.8	7.9	8.6
Analyzing requirements of an occupation and matching them to the student's capabilities, limitations and interests (N = 132)	65.2	.8	2.3	11.4	1.5	3.8	7.6	7.6
Prevocational preparation (promoting good work attitudes, work habits, and job-seeking skills) (N = 142)	56.3	.7	-	3.5	18.3	9.9	2.1	2.8
Job placement (N = 114)	58.8	-	-	1.2	-	3.5	8.8	1.7

Note. Percentages are based on the number of high schools providing each service for physically disabled students enrolled.

All guidance directors surveyed were asked to indicate who in the future would provide various services to physically disabled students. This question was asked in order to: (1) ascertain a possible shift in responsibility within schools already serving physically disabled students; and (2) obtain data about anticipated personnel assignments in respondent schools that do not currently have physically disabled students enrolled. The data on current personnel assignments and those anticipated for the future are virtually identical for those schools now serving physically disabled students. The anticipated personnel assignments at schools now without physically disabled students are also virtually identical to the current personnel assignments at schools with physically disabled students. Table 8 presents the responses of the entire sample of guidance departments to the question: "Assuming that physically disabled students will be mainstreamed in regular classes in your high school within the next few years, . . . who will have primary responsibility for providing services in the future to these mainstreamed students?"

In addition to providing direct services, a large proportion (87.2%) of the guidance departments serving physically disabled students refer these students to outside service providers. By far, the agency to which physically disabled students are most frequently referred is the State Vocational Rehabilitation Agency (VR). Table 9 identifies the percentage of schools referring physically disabled students to the VR for various guidance and counseling services.

Other agencies to which students are referred--although to a much lesser extent than to the VR--are local Family Service Agencies, Mental Health Centers, and State Departments of Employment Security.

Table 8

Anticipated Providers of Services to
Physically Disabled Students

Guidance Service	Percentage of schools indentifying each of the following personnel as primary future providers of services								
	Guidance Counselor	Social Worker	School Psychologist	Specialist in counseling the handicapped	Regular classroom teacher	Special ed. teacher	Other special ed. staff.	Outside Agency	Other.
Academic counseling (N = 207)	86.0%	0.0%	.5%	1.5%	2.4%	3.4%	1.5%	.9%	3.9%
Postsecondary counseling (N = 204)	80.4	.9	0.0	5.4	.5	2.0	2.5	5.0	3.4
Provision of information about careers (N = 206)	84.0	-	-	2.4	2.4	2.9	2.4	2.4	3.4
Counseling for personal/social problems (N = 206)	85.0	2.9	1.0	2.4	.5	3.9	1.0	1.0	2.4
Family counseling (N = 191)	58.1	18.3	4.7	4.2	5.2	4.2	2.6	3.7	3.7
Testing (aptitude, intelligence, interest, personality) (N = 204)	64.7	-	25.0	1.5	9.8	2.5	1.5	1.5	2.5
Vocational evaluation (appraising occupationally-related capabilities, limitations, and interests) (N = 200)	59.0	1.5	4.5	10.0	3.0	4.5	4.5	8.0	5.0
Analyzing requirements of an occupation and matching them to the student's capabilities, limitations and interests (N = 198)	59.1	1.0	3.5	9.6	1.5	5.6	5.1	9.1	5.6
Prevocational preparation (promoting good work attitudes, work habits, and job-seeking skills) (N = 190)	58.4	.5	1.1	6.3	10.0	13.7	3.2	1.1	5.8
Job placement (N = 165)	48.5	3.0	1.2	10.3	1.2	3.0	6.1	16.4	10.3

Note. N's upon which percentages are based vary slightly because of incomplete responses.

Table 9

Percentage of Schools Referring Physically Disabled Students to the State Vocational Rehabilitation Agency for Various Services

Service	Percentage of schools
Postsecondary counseling	52.0%
Vocational evaluation (appraising the student's occupationally-related capabilities, limitations and interests)	48.8
Vocational aptitude testing	40.7
Provision of information about careers	35.8
Analyzing the requirements of a specific occupation and matching the job requirements to the student's capabilities, limitations and interests	35.8
Job placement	30.1
Academic advisement	21.1
Prevocational preparation (promoting good work attitudes, work habits, and job-seeking skills)	15.5
Individual or group counseling for personal/social problems	10.6
Family counseling	10.6
Testing (intelligence, scholastic aptitude, achievement, personality)	10.6
Testing to diagnose learning disabilities	8.1

Notably absent from the respondents' listing of referrals to outside service providers are disability-related service organizations such as the Easter Seal Society for Crippled Children and Adults, the Muscular Dystrophy Association, and United Cerebral Palsy Association. As is indicated in the

project book Guidance, Counseling and Support Services, there are numerous state and local chapters of such organizations in every state; they offer a wide array of personal counseling, career guidance, vocational assessment and other specialized services for disabled individuals. Underutilization of these service organization resources results in a loss both to guidance personnel and to students. Properly utilized, these service organizations could offer valuable consultation to guidance personnel and could provide services specially geared to students with disabilities.

Beyond providing guidance, counseling, and referral services, counselors are also assuming new functions regarding the accommodation of physically disabled students. Many students with sensory or neuromotor/orthopedic handicaps must be provided specialized support services (e.g., readers, interpreters, notetakers, and personal care attendants). In the 92 high schools which do provide support services, 75% of the guidance departments are involved in arranging for the provision of these services. In 40.2% of the high schools the special education department assists in arranging support services, and classroom teachers also arrange services in 14.1% of the cases.

Another major responsibility reported by guidance departments is secondary level educational placement. All respondents (both those with and without disabled students enrolled) were asked "Who would be responsible for placing the physically disabled student in an appropriate secondary level educational program?" Table 10 identifies those personnel in the high school who are now assuming, or are expected to assume, a role in placement. [It should be noted that respondents were surveyed prior to the promulgation of the P.L. 94-142 regulations mandating the preparation of an individualized education program (IEP) for purposes of placing each special needs student. P.L. 94-142 mandates that

among those who must participate in writing the IEP are: (1) a representative of the local educational agency (other than the child's teachers); and (2) other individuals, at the discretion of the parent or agency. Since 74.7% of the sample has indicated that counselors are now (or are expected to be) assisting in placement, it is likely that guidance counselors will be called upon to assist in the writing of IEP's.]

Table 10

Personnel Responsible for Secondary Level Placement of Physically Disabled Students

Personnel	Percentage of schools identifying personnel with placement responsibilities
Guidance counselor	74.7%
Administrator or staff person from Special Education Department	47.0
School psychologist	35.9
Special education teacher	31.8
Regular class teacher	16.1
Principal	6.5
Other [e.g., doctor, parent, team or case conference (participants unspecified)]	18.4

Note. Based on N = 217. Percentages do not equal 100% because respondents identified all personnel responsible in their school.

An unexpected survey finding is that a large proportion of high school guidance departments are providing consultation services to teachers regarding teaching strategies, support services, adjustment issues, and other matters concerning the regular class accommodation of physically disabled students. In 82.0% of the schools where consultation is available to teachers, guidance personnel are assuming the responsibility for providing such consultation, either solely or in conjunction with other personnel. Table 11 indicates the percentage of schools where guidance and other personnel are providing consultation.

Table 11

Percentage of Schools Where Personnel Consult with Regular Classroom Teachers

Personnel providing consultation	Percentage of schools
Guidance staff	82.0%
Special education teachers	44.6
State Vocational Rehabilitation Agency	11.5
Medical personnel (doctor, nurse)	9.4
Educational collaborative	7.2
Special Education Department administrators	5.8
School psychologist	4.3

Note. Percentages based on an N of 139 schools where consultation is provided to teachers.

Counselor inservice training and informational needs

The hypothesis underlying this project--that guidance personnel are not receiving inservice training for their relatively new role in serving physically disabled students--has been substantiated by the survey data. Of the entire sample of high school guidance departments, only 20.1% have received any in-service consultation. Yet as the survey results reveal, guidance personnel are being called upon not only to provide guidance and counseling services to physically disabled students, but also to assume new responsibilities in accommodating these students.

The small sample of departments having received inservice consultation (N = 44) identified the following as providers of consultation: State Vocational Rehabilitation Agency (55.6%); special education teachers (37.8%); State Department of Education (34.1%); and administrators/staff of special education department (28.9%).

Perhaps the most valuable findings of the survey are presented in Tables 12 and 13, which list informational needs as ranked by high school guidance counselors and guidance directors throughout the United States.

Table 12

Informational Needs as Ranked by Guidance Counselors

Topic	Mean Ranking
Career exploration materials oriented to disabled students.	1.30
Guidelines for establishing a work experience program.	1.30
Specialized teaching strategies and classroom adjustments to facilitate the student's learning.	1.30
Vocational aptitude tests appropriate for students with various disabilities.	1.39
Postsecondary educational institutions with provisions to accommodate disabled students.	1.40
Career/vocational interest tests appropriate for students with various disabilities.	1.41
The medical nature of various disabilities and the range of functional limitations engendered.	1.46
Factors which may affect the psychosocial adjustment of disabled youth.	1.47
Achievement tests appropriate for students with various disabilities.	1.52
Scholastic aptitude tests appropriate for students with various disabilities.	1.53
Activities and procedures to facilitate the social integration of physically disabled students with their able-bodied peers.	1.56
Use of various counseling techniques (e.g., role playing, group counseling) with physically disabled students.	1.57
Procedures and materials for analyzing the physical capabilities necessary to perform various occupations.	1.59
Procedures for arranging educational support services (e.g., readers, interpreters, notetakers)	1.63
Communicating with hearing impaired individuals.	1.63
Self-report personality inventories appropriate for students with various disabilities.	1.65
Methods and materials for performing vocational assessments.	1.67
Intelligence tests appropriate for students with various disabilities.	1.67
Guidelines for conducting work adjustment classes/seminars to discuss job-seeking skills, on-the-job behavior, etc.	1.71
Equipment and devices which can facilitate the career training and job performance of handicapped persons.	1.72
Techniques for job development (conferring with potential employers to develop employment opportunities for disabled students/graduates).	1.74
Establishing "homebound" educational programs for disabled youth who are permanently or temporarily confined to their homes.	1.78
Techniques for job placement.	1.80
Ways jobs can be modified so they can be successfully performed by disabled persons.	1.80
Projective tests for appraisal of personality (e.g., Rorschach) appropriate for students with various disabilities.	1.84
Establishing recreational programs for physically handicapped individuals.	1.88
Architectural accessibility requirements of your state.	1.91
Modification of procedures for administering psychometric tests.	1.98
Transportation for students using wheelchairs.	2.13

Note. Respondents were presented with a list of above topics to be ranked according to the following instructions:

> How useful do you think information on the following topics will be to your guidance department in its current efforts and/or its future efforts to serve physically disabled students? Mark each blank with the number of that statement which is most appropriate.
>
> 1. Very useful
> 2. Somewhat useful
> 3. Not useful

Table 13

Informational Needs as Ranked by Guidance Directors

Topic	Mean Ranking
Career exploration materials oriented to disabled students.	1.26
Factors which may affect the psychosocial adjustment of disabled youth.	1.30
Postsecondary educational institutions with provisions to accommodate disabled students.	1.31
Career/vocational interest tests appropriate for students with various disabilities.	1.34
Specialized teaching strategies and classroom adjustments to facilitate the student's learning.	1.35
Vocational aptitude tests appropriate for students with various disabilities.	1.37
The medical nature of various disabilities and the range of functional limitations engendered.	1.42
Procedures and materials for analyzing the physical capabilities necessary to perform various occupations.	1.52
Activities and procedures to facilitate the social integration of physically disabled students with their able-bodied peers.	1.55
Scholastic aptitude tests appropriate for students with various disabilities.	1.55
Achievement tests appropriate for students with various disabilities.	1.55
Use of various counseling techniques (e.g., role playing, group counseling) with physically disabled students.	1.60
Methods and materials for performing vocational assessments.	1.63
Equipment and devices which can facilitate the career training and job performance of handicapped persons.	1.68
Procedures for arranging educational support services (e.g., readers, interpreters, notetakers)	1.71
Intelligence tests appropriate for students with various disabilities.	1.71
Ways jobs can be modified so they can be successfully performed by disabled persons.	1.72
Guidelines for establishing a work experience program.	1.73
Guidelines for conducting work adjustment classes/seminars to discuss job-seeking skills, on-the-job behavior, etc.	1.73
Communicating with hearing impaired individuals.	1.75
Establishing "homebound" educational programs for disabled youth who are permanently or temporarily confined to their homes.	1.75
Techniques for job placement.	1.76
Techniques for job development (conferring with potential employers to develop employment opportunities for disabled students/graduates).	1.77
Self-report personality inventories appropriate for students with various disabilities.	1.79
Establishing recreational programs for physically handicapped individuals.	1.85
Architectural accessibility requirements of your state.	2.08
Projective tests for appraisal of personality (e.g., Rorschach) appropriate for students with various disabilities.	2.11
Transportation for students using wheelchairs.	2.12
Modification of procedures for administering psychometric tests.	2.21

Note. Respondents were presented with a list of above topics to be ranked according to the following instructions:

> How useful do you think information on the following topics will be to your guidance department in its current efforts and/or its future efforts to serve physically disabled students? Mark each blank with the number of that statement which is most appropriate.
>
> 1. Very useful
> 2. Somewhat useful
> 3. Not useful

RECOMMENDATIONS

The fact that guidance counselors, the primary providers of guidance services to mainstreamed physically disabled students, are receiving little in-service preparation raises the question of how effectively guidance services are provided to physically disabled students. Since the project survey was not designed as an evaluation, and no evaluations have been published to date, the quality of services provided by guidance departments is not known. At best, one can conjecture about the quality of services by examining the preservice training of counselors and the inaccessibility of information to them.

A review of a sample of course catalogues of graduate programs in guidance counseling reveals that few of these graduate programs address issues specific to physically disabled students. Granted, the goals underlying the guidance and counseling of physically disabled and able-bodied students are identical: to assist the counselee in attaining his/her fullest academic and career potential as well as personal and social adjustment. However, disability can present adjustment obstacles that require specialized interventions. The specialized intervention may take any number of forms; to name just a few--recognition that a student is far more handicapped than necessary by his/her disability and subsequent referral to an occupational or physical therapist for remediation; precise analysis of a student's physical limitations and capacities (for purposes of career selection); personal counseling provided by a counselor who is aware of the role stereotypes and stigma to which disabled persons are subjected in our culture; assisting the student to explore ways of circumventing physical limitations so that s/he can participate in academic, recreational, and career activities; and interpreting the results of tests normed for nondisabled populations. Few preservice and inservice training programs have focussed on such specialized interventions.

Nor has there been, up to this point, any centralized source of written information which the counselor could tap for an orientation to specialized services. Our own efforts to compile this information required a 1-1/2 year effort on the part of the entire project staff. It is highly unlikely that an individual counselor responsible for serving 250 to 500 students would have the time to ferret out this information him/herself.

Given these obstacles to acquiring the attitudes, knowledge, and specialized skills requisite to serving students with disability-related problems, one wonders how effectively counselors have been able to accommodate these students.

The problem of the inadequate preparation of counselors is compounded by two additional factors: (1) the lack of a well-organized effort on the part of disability-related agencies and service organizations to impart their expertise to public school counselors; and (2) the absence of one centralized vehicle for the ongoing dissemination of research results and innovative practices relative to the public school delivery of guidance and counseling services to students with physical disabilities.

To fill these gaps, we recommend that federal and state planners as well as professional and service organizations consider the following priorities:

(1) Conduct conferences of chairpersons and faculty of graduate programs in guidance counseling to plan for the adoption of curricula addressing services for disabled students. State departments of education responsible for complying with the personnel development mandate of P.L. 94-142 could organize such state-wide conferences.

(2) Encourage state departments of education (responsible for implementing the P.L. 94-142 mandate on personnel development) to address the inservice training needs of guidance personnel.

(3) Identify as a funding priority in federal grant programs (e.g., Part D, Title III of the Education Amendments of 1976, P.L. 94-482), programs, projects, and leadership activities relative to guidance services for disabled students.

(4) Convene workshops (local, statewide, or national) where guidance personnel can meet with directors of service organizations (e.g., United Cerebral Palsy, Muscular Dystrophy Association) and consumer groups (e.g., National Association of the Deaf) to plan how these organizations can assist the public school counselor and the mainstreamed disabled student.

(5) Establish a professional organization, or encourage an existing professional organization, to assume the following functions: serve as a clearinghouse of information on innovative procedures in serving physically disabled students; publish a journal addressing the information needs of public school guidance counselors serving these students; and represent the concerns of guidance personnel and their disabled clients to state and federal legislators and policy planners. The American Personnel and Guidance Association is a logical organizational vehicle for assuming these functions.

The ultimate success of the mainstreaming movement will be dependent on the competencies of all those individuals who directly serve the mainstreamed student on a day-to-day basis. The counselor must play a key role to ensure the successful implementation of mainstreaming; his/her needs for preservice, inservice, and continuing education must not be ignored.

Appendix 1

Survey Plan & Instruments

(1) Respondent Universe

The respondent universe consists of the 20,200* secondary level public schools in the United States in school districts of over 300 enrollment. The sampling units are Guidance Directors and Guidance Counselors. The directory source used was Patterson's American Education, Volume LXXII, Mt. Prospect, Illinois: Educational Directories, Inc., 1975.

(2) Survey Design

A stratified random sample of 727 secondary level schools was selected, with the sampling frame based upon pupil enrollment in public school systems in the United States with an enrollment of 300 or more. These school systems account for 98.9% of pupils enrolled in public schools.**

The first step in the sampling design was the selection of school systems. Since secondary level enrollment data by school system was not available, school systems were stratified on the basis of total enrollment of the school system. The sample was classified into three strata: large school systems with an enrollment of 10,000 or more; medium school systems with enrollment of 2,500 to 9,999; and small school systems with enrollment of 300 to 2,499.

The following table indicates the percentage of all pupils represented in each population stratum. Data for this and the next table are derived from Education Directory: 1973-74 Public School Systems.

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*Source: National Center for Educational Statistics, U.S. Department of Health, Education, and Welfare. Counselors in Public Schools, Spring 1970, DHEW Publication No. (OE) 73-11106, p. 1.

**Source: National Center for Educational Statistics, U.S. Department of Health, Education, and Welfare. Education Directory, 1973-74 Public School Systems, DHEW Publication No. (OE) 74-11701, p. xvi.

Strata	Enrollment	% of Pupils Enrolled in Population Stratum
Large school systems	10,000 or more	47.2%
Medium school systems	2,500 - 9,999	33.4%
Small school systems	300 - 2,499	18.3%
		98.9% Total

A systematic sampling of all strata was performed. School systems were drawn from each stratum at regular intervals of 1 out of 14 (choice ratio). Each stratum is represented in the sample in the same proportions (relative percentages of students enrolled) as in the population from which the sample is drawn. The following table indicates the total number of systems in each stratum, the choice ratio for the sampling, the actual number of systems selected (727), and the approximate percentage of pupils in the U.S. who are enrolled in the systems selected for each sample stratum.

Strata	Number of Systems in Population	Choice Ratio	Number of Systems Selected for Sample	% of Pupils Enrolled in Sample Strata
Large Systems	748	1 out of 16	47	3.0%
Medium Systems	3,171	1 out of 16	199	2.1%
Small Systems	7,696	1 out of 16	481	1.1%
			727	

The source list used in selecting the school systems was Education Directory: 1973-74 Public School Systems, which lists school systems alphabetically within each state. It was assumed that the alphabetic arrangement of the source list would not bias the selection of the sample.

High schools were then selected from the systems previously identified. One high school was chosen at random from each of the systems, using Patterson's American Education, which lists public high schools alphabetically within school systems in each state.

The sampling design assured a representation of: geographic areas throughout the United States; urban, suburban, and rural locations; and small, medium, and large school systems.

In Spring 1976, the packet of survey materials (see attached Cover Letter, Guidance Director Questionnaire and Guidance Counselor Questionnaire) was forwarded to the Director of Guidance of each of the selected high schools. The Director was asked to complete the Guidance Director Questionnaire and to give the Guidance Counselor Questionnaire to a guidance counselor randomly selected from the staff. One mailed follow-up was conducted six weeks after the initial mailing.

Response Rate

The survey yielded 240 responses, or a response rate of 33 percent. However, only 226 of the questionnaire packets were sufficiently complete to allow for data analysis.

Technical
Education
Research
Centers

COVER LETTER TO GUIDANCE DIRECTORS

44 Brattle Street, Cambridge, Massachusetts 02138 Telephone 617-547-0430

Dear Guidance Director/Head Counselor:

As a result of federal and state legislation in recent years, increasing numbers of handicapped youth are attending public schools in their communities, and efforts are being made to integrate or "mainstream" these youth into regular educational programs with their nondisabled peers. Most inservice training efforts to help schools integrate disabled students have been directed toward teachers and have focused on students who are mentally handicapped. Cognizant of this situation, the Bureau of Education for the Handicapped of the U. S. Office of Education is now sponsoring a project to help public high school guidance personnel serve students who are physically disabled. This project, conducted by Technical Education Research Centers, Inc. (TERC), is focusing on guidance services for students, grades nine through twelve, who have visual, hearing, and orthopedic disabilities, and other chronic health problems.

The major goal is to develop a Manual for guidance personnel regarding issues, materials, practices, and national and local resources relative to the guidance and placement of physically handicapped students. A second goal is to write a final report which will describe the status of services for these students, and will make recommendations for graduate education and inservice training of counselors, social workers, school psychologists and other guidance personnel.

TERC is surveying a random sample of high schools throughout the nation in order to: 1) find out what information guidance departments wish to have; and 2) collect information for the final report. We are seeking your department's assistance in responding to the two enclosed questionnaires.

The questionnaire entitled "Guidance Director" is for the individual who coordinates, supervises, and plans guidance services and is familiar with the day to day operations of the department. In most high schools this individual would be the Guidance Director. However if the Guidance Director is not located in your high school, the Head Counselor may respond to the questionnaire.

Please give the other questionnaire to a guidance counselor selected at random from your department and ask the counselor to return it to you within a week. We would appreciate your forwarding both completed questionnaires to us in the enclosed envelop as soon as possible.

Your cooperation is essential to us, regardless of whether your high school has any physically disabled students or your guidance department is now serving such students. Please keep in mind that the survey is not an evaluation of your department. Rather, your responses will allow the project to shape the Manual to your current and

possible future needs and to produce a final report which is representative of high schools throughout the nation. All information requested will be kept confidential, however we request that you indicate the name and address of your high school on the cover of each questionnaire for purposes of data processing. If you have any questions please feel free to contact the project staff at the Northeast Center in Cambridge, Massachusetts (617 547-0430) or at the Midwest Center in Champaign, Illinois (217 352-6619).

To show our appreciation for your assistance we shall forward your department a complimentary copy of the Guidance Manual at the end of the year. Thank you for your help.

Sincerely,

June C. Foster
Project Director

JCF:njd

Enclosures